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ABSTRACT

The Career Focus curriculum guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended for use with students with moderate or severe handicaps in grades 10 or 11. It should be used after students have visited work sites and had initial training on a community vocational site. Activities may be incorporated into existing special education programs or presented as a separate class. Goal 1 requires the instructional team to develop activities to confirm the student's career choice with such activities as updating the school record summary and prioritizing jobs of interest. For goal 2 the student, parent, and instructional team develop a written transition plan with activities including obtaining information on adult services and touring facilities. Goal 3 requires the student to participate in school based and/or community based instruction to learn essential skills for his or her job/career preference. Job related social skills are focused on in goal 4 and employability skills (such as completing a basic job application form and participating in an interview) in goal 5. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

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CAREER FOCUS

A Curriculum Manual for Students With [redacted], Moderate or Severe Handicaps

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Secondary Transition and Employment Project May, 1987

University of Idaho

CAREER FOCUS

FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS

The Career Focus curriculum has been developed for students with moderate and severe handicaps in grades 10 or 11. Career Focus is the third phase of the STEP model and should be implemented when students have visited sites (Career Exploration) and had initial training on a community vocational site (Work Exploration). Activities may be incorporated into existing special education programs or presented as a separate class. This manual serves as a guide for providing experiences which will assist students in refining their career choices and improving their job seeking and job maintenance skills. Goals 1-4 apply to students with moderate or severe handicaps. For students with severe/multiple handicaps, Goal 5 may be omitted. Supplementary activities may be developed by the teacher to address the needs of individual students.

Responsibility for implementing activities in the Career Focus curriculum will be determined by the administrative structure of the school. Ideally, responsibility is shared by an instructional team consisting of the special education teacher, vocational teachers, and support personnel in cooperation with students and parents. In other cases, the special education teacher assumes primary responsibility for coordinating the program, meeting with parents, and approaching school and community resource people.

SECONDARY EMPLOYMENT AND TRANSITION PROJECT

FIELD MANUALS

Stepping Out: An Overview of the STEP Curriculum

Vocational Assessment for Special Educators

Career Exploration for Students with Mild Handicaps

Career Exploration for Students with Moderate and Severe Handicaps

Work Exploration for Students with Handicaps

Career Focus for Students with Mild Handicaps

Career Focus for Students with Moderate and Severe Handicaps

Job Preparation for Students with Handicaps

Making Transitions Work: Long and Short Term Strategies

Assessing and Teaching Generic Job-Related Social Skills

VIDEO PRODUCTS

STEP Overview: An overview of a four year secondary/ vocational curriculum model.

Social Skills Scenarios for assessment and intervention

Conducting an ecological inventory: Meat Cutting Room Clean Up

Conducting an ecological inventory: Cafeteria

Conducting an ecological inventory: Rural Farm

Conducting a student discrepancy analysis

Federal and State Wage and Hour Regulations: Overview of paid -vs- non paid when using a vocational community- based training site.

Subminimum Wage Certificate: When and how to use a subminimum Wage Certificate when using a vocational community-based training site.

Insurance and Liability Issues: Insurance guidelines and recommendations when using a community-based training site.

STEP: University of Idaho

OVERVIEW of CAREER FOCUS

FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS

GOAL 1: The instructional team will develop activities to confirm the student's career choice.

ACTIVITIES:

1. Undate school record summary.
2. Review vocational summary.
3. Conduct student interview.
4. Conduct parent interview.
5. Prioritize jobs of interest.
6. * Conduct formal or informal vocational assessment.
7. * Repeat Career or Work Exploration.

(* optional)

GOAL 2: The student, parent, and instructional team will develop a written transition plan.

ACTIVITIES:

1. Otain information of adult service.
2. Investigate eligibility for adult services.
3. Tour facilities.
4. Develop or update the transition plan.

GOAL 3: The student will participate in school based and/or community based instruction to learn essential skills for his or her job/career preference.

ACTIVITIES:

1. Determine essential skills for job preference.
2. Determine which skills exist in student's repertoire.
3. Develop instructional plan.
4. Train on site.
5. Train in school.

GOAL 4: The student will learn job-related social skills.

ACTIVITIES:

1. Employer presentations.
2. General skills assessment.
3. General skills instruction.
4. Specific skills assessment.
5. Specific skills instruction.

GOAL 5: The student will learn employabiltiy skills.

1. Review job-finding resources.
2. Complete a basic job application form.
3. Prepare a personal data sheet.
4. Complete an application for specific job.
5. Participate in simulated and actual interview.

STEP CAREER FOCUS

GOAL 1: The Instructional Team (parent, student, special education case manager/teacher, vocational teacher(s), and/or school support services personnel) for each student will review available vocationally related data to determine what activities should be developed that will confirm and refine the student's career choices.

ACTIVITY 1: Update and summarize annually the following information about each student: address, parent/caregiver, career interests, work experience placements, formal assessment data, physical capacities, learning characteristics, effective reinforcers, assistance needs.

Responsible Persons: The Instructional Team.

Materials/Forms: The School Record Summary Form (See the Appendix for Goal 1.

Products/Outcomes: A summary of each student's strengths and weaknesses, skill level in reading, writing, and math, learning style, and assistance needs.

Suggested Start/Completion Date: Ongoing, beginnning in 7th or 8th grade and updated annually.

ACTIVITY 2: Review and update information from each student's vocational training (Work Exploration) experiences.

Responsible Persons: The Instructional Team.

Materials/Forms: The Vocational Training Experience Summary Form (see the Appendix for Goal 1).

Products/Outcomes: A current record of each student's training experiences: site, type of work, dates and hours worked, pay, tasks performed, adaptations, level of supervision, rate/quality of work.

Suggested Start/Completion Date: Initiated with the first Work Exploration experience and updated after each placement.

ACTIVITY 3: Conduct the annual student interview, in which the student has the opportunity to state his or her current attitudes toward work, strengths, skills, interests and vocational priorities.

Responsible Persons: Teacher, Student.

Materials/Forms: Student interview guide (see the Appendix for Goal 1). A video inservice module on conduction student and parent interviews as a basis for vocational goal setting is available from STEP.

Products/Outcomes: A summary of the student's perceptions of his or her aptitudes, preferences, and work experiences; areas in which he or she would like additional information; and his or her vocational plans.

Suggested Start/Completion Date: Initiated during Career Exploration and updated annually.

ACTIVITY 4: Conduct the annual parent interview, in which the parents or caregivers provide information about the student's vocational strengths, skills, interests, and preferences and state their priorities for the student. This is also an opportunity to update the assessment of each student's life skills. If an assessment has not previously been conducted, this should be done now, in order to target functional skills deficits and establish instructional priorities.

Responsible Persons: Teacher and Parents or Caregivers.

Materials/Forms: Parent Interview guide (see the Appendix for Goal 1); Living Skills Checklist (a sample is included in the Appendix for Goal 1). A video inservice module on conducting student and parent interviews as a basis for vocational goal setting is available from STEP.

STEP CAREER FOCUS

Products/Outcomes: The parents' assessment of the student's past vocational experiences, preferences, and strengths, as well as their expectations for the student's future work and living arrangements. A current appraisal of each student's functional life (survival) skills.

Suggested Start/Completion Date: Ongoing, beginning in 7th or 8th grade and updated annually.

ACTIVITY 5: For each student, the Instructional Team reviews data from Activities 2-4 above and from career and work exploration activities (work observation checklists, employer and supervisor evaluations, and information in the student vocational notebook) to determine whether the student's experiences have confirmed a career preference. Although the student may have a strong preference for a career area, the choice should not be restricted to a specific job. Students should explore a variety of occupational possibilities within the job cluster. For example, a student who is interested in food service and who has had successful work exploration experiences as a salad bar attendant should be encouraged to investigate/observe related jobs (such as kitchen worker or fry cook) to determine which skills are essential to each job, and to select one or more jobs to observe or try out.

Responsible Persons: The Instructional Team (must include student and parent/caregiver at this point).

Materials/Forms: Student School Record Summary Form, Student and Parent Interviews, Student Vocational Notebook and/or notes, inventories, and work evaluations (see manuals for Career Exploration and Work Exploration).

Products/Outcomes: A prioritized list of 3 occupations within each student's career choice.

Suggested Start/Completion Date: During Career Focus (10th or 11th grade).

ACTIVITY 6: If the student has no clear job or career preference, the Instructional Team may wish to conduct an interest or aptitude assessment such as a reading-free interest inventory or a cue-sort to help in the decision-making process.

Responsible Persons: The Instructional Team.

Materials/Forms: See the STEP Vocational Assessment Manual for a review of formal assessment instruments and the Appendix under Goal 1 for a description of a teacher-constructed cue-sort.

Products/Outcomes: A prioritized list of 3 occupations within a career cluster for which the student has a demonstrated interest or aptitude on a formal or informal vocational assessment device.

Suggested Start/Completion Date: During Career Focus, grade 10 or 11.

ACTIVITY 7: If the student has no clear job or career preference, additional experiences (as in Work Exploration) should be provided. He or she could observe other students who are working on their job sites and could also pair up with another student on a site for an initial work exploration. Should the student be unable to make an independent decision about what jobs to observe or try out, he or she should be shown 2-3 possible jobs and be required to choose one as a starting point. Or to choose a friend to accompany to a site of the friend's choice. This initial observation or placement will provide information that will help the student determine his or her preferences and aptitudes and make subsequent choices with greater independence.

Responsible Persons: The Instructional Team.

Materials/Forms: The STEP Work Exploration Manual.

Products/Outcomes: The student has an an opportunity to cycle back through short-term supervised work training placements in order to refine his or her work preferences.

Suggested Start/Completion Date: The initial Work Exploration phase should begin in 9th grade. Students may cycle through again in 10th or 11th grades.

GOAL 2: The student, the parent, and the Instructional Team will investigate the student's eligibility for postsecondary services and will develop or update a written transition plan.

ACTIVITY 1: Students and their parents will receive an overview of services for which they may qualify as adults. This may occur as an Adult Services Information Fair sponsored by the school, in which students and their parents are invited to meet and talk informally with agency representatives; or parents and students may be shown videotapes featuring interviews with intake counselors or showing specialized facilities such as sheltered workshops.

Responsible Persons: Teacher, Transition Coordinator, Adult Service Providers.

Materials/Forms: An adult services directory such as STEP's Making Transitions Work: A Manual of Community Options, or the Idaho State Department of Education's Transitions!, or brochures from local offices of agencies which provide financial or habilitative services for adults with disabilities. A list of information/media resources is contained in the Appendix for Goal 2.

Products/Outcome: Parents are aware of services which exist in the community and which may be available to their sons or daughters as adults.

Suggested Start/Completion Date: Beginning in 10th or 11th grade.

ACTIVITY 2: The student and parent/caregiver will investigate eligibility for adult services, such as Vocational Rehabilitation.

Responsible Persons: Student and Parent/Caregiver, with the assistance of a Transition Coordinator (if one exists) or a designated Instructional Team member.

Materials/Forms: An adult services directory such as STEP's Making Transitions Work: A Manual of Community Options, the Idaho State Department of Education's Transitions!, or brochures from local offices of agencies which provide financial or habilitative services for adults with handicaps.

Products/Outcomes: A list of adult agencies for which the student may be eligible after graduation from high school.

Suggested Start/Completion Date: Options should be explored as soon as service needs are identified.

ACTIVITY 3: Students and parents tour facilities (such as group homes and adult training facilities) which the student may access after exiting high school.

Responsible Persons: Students

Materials/Forms: Brochures or other materials from facilities.

Products/Outcomes: Information about facilities which exist in the community and which may be available to students when they exit high school.

Suggested Start/Completion Date: Beginning in 10th or 11th grade.

ACTIVITY 4: A transition plan for each student will be drafted, delineating the services needed, agencies to which the student will apply, a plan of action, timelines, and persons responsible. If a transition plan has been previously developed for the student, it should be updated as new information becomes available.

Responsible Persons: Student and Parent/Caregiver, with the assistance of a Transition Coordinator (if one exists) or a designated Instructional Team member.

Materials/Forms: See the STEP transition manual, Making Transitions Work: Long and Short Term Strategies. A sample transition planning sheet is included in the Appendix for Goal 2.

Products/Outcomes: A written transition plan.

Suggested Start/Completion Date: An initial transition plan should be developed by 9th grade and updated annually.

GOAL 3: The student will participate in school based and/or community-based instruction to learn essential job skills needed for his or her career/job preference.

ACTIVITY 1: The student is asked to determine his or her career/job preference based on experiences during Career Exploration and Work Exploration.

Responsible Persons: Student and Parent, with assistance from the Instructional Team.

Materials/Forms: Review prioritized list of jobs from Goal 1, Activity 5 as well as available job skill inventories from those jobs.

Products/Outcomes: A list of the skills required to perform each job chosen by the student.

Suggested Start/Completion Date: 10th or 11th grade.

ACTIVITY 2: For each student, the instructional team will determine which functional academic, social, vocational, and life skills required by the student's career or job choice currently exist in his or her skill repertoire, using the information obtained in Goal 1.

Responsible Persons: The Instructional Team.

Materials/Forms: See Activities 1-5 for Goal 1.

Products/Outcomes: A comparison of each student's academic, social, vocational and life skills with those required by his or her job preference.

Suggested Start/Completion Date: 10th or 11th grade.

ACTIVITY 3: For each student, the Instructional Team (including the student and parents) develops an appropriate plan for providing training in essential skills: appropriate vocational classes, community-based job training, or a combination of both. This should be determined in an IEP conference in which assessment information is reviewed.

Responsible Persons: The Instructional Team.

Materials/Forms: The IEP form required by the school district.

Products/Outcomes: The vocational component of the student's IEP.

Suggested Start/Completion Date: Prior to implementing Goals 4-7 of Career Focus, in 10th or 11th grade.

ACTIVITY 4: If community-based training is recommended, the student and teacher select an appropriate training site. They begin by considering sites on which the student was placed for short term work experiences during Career Exploration. If one of these sites is appropriate for providing the additional training the student needs to perform his or her job of choice, the teacher conducts an inventory of the job skills and negotiates a training contract with the employer. The skill inventory is used to assess the student's job performance and to plan on-site training of work skills and related functional academic and social skills. The student is placed on the job and on-site training is supported by school based instruction whenever possible.

Responsible Persons: Teacher and Student.

Materials/Forms: See STEP Work Exploration Manual.

Products/Outcomes: Job training.

Suggested Start/Completion Date: 10th or 11th grade.

ACTIVITY 5: If school-based vocational training is indicated, the Instructional Team will develop a written service plan (IIP) delineating instructional goals and objectives, the setting in which instruction will occur (regular or special education class), support or adaptations needed and persons responsible for implementation.

Responsible Persons: The Instructional Team (including the building administrator, the vocational education coordinator or designated vocational teacher and any support personnel who will be involved in providing materials or instruction).

Materials/Forms: The IIP form required by the school district.

Products/Outcomes: A completed IIP for each student.

Suggested Start/Completion Date: Prior to placement in a school-based program.

STEP CAREER FOCUS

GOAL 4: The student will identify personal job-related social skill assets and deficits (self-assessment) and will improve skill performance as needed.

NOTE: Assessment of and instruction in social skills should be an ongoing process from elementary school through high school. As a minimum, initial training on job-related social skills should have occurred during grades 7,8, and 9 in conjunction with Career Exploration and Work Exploration (See the introduction to the Career Exploration manual and Goal 4 in the Work Exploration manual).

For students with moderate handicaps, instruction should be provided in both general job-related skills and in specific skills indicated by the job skill inventory. The STEP manual Assessing and Teaching Job-Related Social Skills contains detailed information about appropriate materials and activities. Although designed for students with mild handicaps, the curriculum can be modified for use with students with moderate handicaps. Assessment tools and videotaped scenarios accompany the manual and are available from STEP. Whenever school based instruction is used to teach social skills, students must be provided with opportunities to practice in natural environments and performance should be assessed in the settings in which the skills are required. **Generalization from classroom to work settings cannot be assumed.**

For students with severe handicaps, job-related social skills are incorporated into the job skill inventory and taught at the work site where they are needed. Activities 1-3 are not appropriate for these students.

ACTIVITY 1: Employers are invited to visit the classroom to discuss the interpersonal skills they look for in employees.

Responsible Persons: Teacher.

Materials/Forms: None required.

Products/Outcomes: Students gain information about critical job-related social skills.

Suggested Start/Completion Date: 10th or 11th grade.

ACTIVITY 2: Students are assessed on their knowledge and performance of 11 employer-validated social skills.

Responsible Persons: Student, Parents, Work Supervisor (if student is employed or in training), Teacher.

Materials/Forms: Social Skills Assessment Checklist. A student self-assessment checklist and individual forms for parents, teacher, and employer are provided in Appendix for Goal 5.

Products/Outcomes: An evaluation (by consenus of raters) of each student's job-related social skills deficits and strengths.

Suggested Start/Completion Date: Instruction in job-related social skills should begin as early as possible, preferably in junior high, and should continue throughout high school.

ACTIVITY 3: Students are grouped for instruction according to the job-related social skills deficits which have been targeted for intervention. Skills are taught using a combination of group discussion, direct instruction, and behavioral rehearsal. Situations requiring the use of targeted skills are set up in natural environments (school, work, and home) to promote generalization. Following instruction, student skill performance is assessed in real or contrived situations in natural environments.

Responsible Persons: Teacher, Students.

Materials/Forms: STEP social skills curriculum.

Products/Outcomes: Each student demonstrates competent performance of social skills identified as essential by employers.

Suggested Start/Completion Date: Instruction in job-related social skills should begin as early as possible, preferably in junior high, and should continue throughout high school.

STEP CAREER FOCUS

ACTIVITY 4: For those students who are currently employed, the ecological inventory process should be used to: identify social skills which are required for successful performance of the job, determine which skills are problematic for the student, and suggest instructional strategies.

Responsible Persons: Teacher.

Materials/Forms: A sample job skill inventory and discrepancy analysis which includes job-related social skills is contained in the Appendix for Goal 4. Refer also to the video modules for conducting a job skill inventory available from STEP.

Products/Outcomes: For each student, a list of social skills targeted for intervention.

Suggested Start/Completion Date: With placement on a work site.

ACTIVITY 5: For each job-specific skill identified as problematic and targeted for intervention, the student is taught using a variety of instructional strategies on the work site. Following instruction, student skill performance is assessed in the natural environment.

Responsible Persons: Teacher.

Materials/Forms: Refer to the video modules for instruction and data collection available from STEP.

Products/Outcomes: Competent performance of targeted skills in the work environment.

Suggested Start/Completion Date: With placement on a work site.

STEP CAREER FOCUS

GOAL 5: The student will develop those skills essential for obtaining employment which are not currently in his/her repertoire.

ACTIVITY 1: Students review job-finding resources available to them: the state employment service, teachers, friends and relatives.

Responsible Persons: Teacher, Community Resource Person, Student.

Materials/Forms: None required.

Products/Outcome: The student is aware of community resources and how to utilize them.

Suggested Start/Completion Date: Spring semester, 10th or 11th grade.

ACTIVITY 2: Students learn to complete a simple "generic" application containing information generally requested by employers. Terms and abbreviations used in each section are taught (for example, Employment History, Soc.Sec. No.). A strategy for completing the application is presented (What information is requested? How should it be organized? Where does it go? Who can help me?) Emphasis should be placed on learning to complete an application correctly, completely, and legibly.

Responsible Persons: Student, Teacher.

Materials/Forms: A basic application form is contained in the Appendix for Goal 5.

Products/Outcome: The student can explain the terms used in applications and complete a standard application form.

Suggested Start/Completion Date: Spring semester, 10th or 11th grade.

STEP CAREER FOCUS

ACTIVITY 3: Each student prepares a personal information sheet containing his or her address, phone number, school, dates and places of employment, and the name of a personal reference. This sheet can be kept in a billfold and used by the student to complete applications for summer or after school employment, or for the Job Preparation work site.

Responsible Persons: Student, Teacher.

Materials/Forms: None required.

Products/Outcome: A completed personal information sheet.

Suggested Start/Completion Date: Spring semester, 10th or 11th grade.

ACTIVITY 4: Students who will be enrolled in Job Preparation the following semester obtain and complete an application for the job sites on which they will be placed.

Responsible Persons: Student.

Materials/Forms: Employment application.

Products/Outcome: A completed employment application for an after school or summer job the student is seeking or a Job Preparation placement.

Suggested Start/Completion Date: Spring semester of 10th or 11th grade.

ACTIVITY 5: Students learn the skills related to participating in an employment interview.

Responsible Persons:Students, Teacher.

Materials/Forms: None required.

Products/Outcomes: Each student demonstrates appropriate interviewing skills in a simulated employment interview.

Suggested Start/Completion Date: 10th or 11th grade.

STEP CAREER FOCUS

ACTIVITY 6: Students are videotaped participating in simulated interviews with a Community Resource Person. The students evaluate their own performance with the teacher by reviewing the tape and completing an Interview Analysis Checklist.

Responsible Persons: Students and Community Resource Person(s) scheduled in by teacher.

Materials/Forms: See Interview Analysis Checklist in the Appendix for Goal 5.

Products/Outcomes: Student self-assessment of interview performance.

Suggested Start/Completion Date: 10th or 11th grade.

APPENDIX FOR GOAL 1

Goal 1
Activity 1

STUDENT SCHOOL RECORD
SUMMARY FORM

Name _____ Social Security # _____
Date of Birth _____ Age _____
Parent/Caregiver _____
Address _____ Phone _____

Career Interests:

1. _____
2. _____
3. _____
4. _____
5. _____

Work Experience Placements:

1. _____
2. _____
3. _____
4. _____
5. _____

Assessment Data

Academic Ability

Reading Level _____ Test _____ Date _____
Math Level _____ Test _____ Date _____
Language _____ Test _____ Date _____

Intelligence

Verbal _____ Performance _____ Full Scale _____

Career Interests/Aptitudes

Test _____ Results _____
Date _____ _____

Test _____ Results _____
_____ _____

Goal 1: Activity 1 Page Two

Motor Ability _____ Test _____ Date _____
Physical Capacities (taken from health record and observations)

	Yes	No
Climb/Balance	_____	_____
Stoop/Bend	_____	_____
Reach/Handle	_____	_____
Talk/Hear	_____	_____
Functional Vision	_____	_____
Lift/Carry (L) 10 lbs	_____	_____
(M) 20 lbs	_____	_____
(H) 50 lbs	_____	_____

Physical limitations _____
_____

Health-Related Information _____
_____

Learning Characteristics (from teacher observation):

_____ Works well independently
_____ Works well in a small group
_____ Attends to large group instruction
_____ Requires frequent change of activity
_____ Responds best to reminders and organizers
_____ Responds best to consistency in daily routine
_____ Works well with peer tutors
_____ Uses associational strategies to recall information
_____ Requires assistance reading instructional materials
_____ Responds best when materials are presented orally
_____ Requires oral administration of tests
_____ Can complete written assignments when given clear instructions
_____ Responds best when materials are presented in writing
_____ Responds to visual cues (highlighting, directional arrows)
_____ Performs computations accurately (+ - * division %)
_____ Can determine the information needed and the operation required to solve a problem
_____ Requires adaptations to perform computations (calculator)
_____ Requires time extensions to complete work
_____ Exhibits adequate oral communication skills in class

Areas in which student needs focused assistance (functional skills, expressive language, etc.) _____
_____

Effective Reinforcers _____

VOCATIONAL TRAINING EXPERIENCE SUMMARY FORM
STEP
Goal 1
Activity 2

CAREER FOCUS

Name:_____

Training Sites	Job Title	Dates Start/End	# Hours/Wk. # Days/Wk.	School Superv. Job Site Superv.	Job Task Performed	Wage, Source of Wages Paid, Productivity Rating	Adaptations Used General Comments

Goal 1: Activity 3

INITIAL STUDENT INTERVIEW

DIRECTIONS: The student interview form is used initially to find out how much the student knows about work and what work, if any, the student has performed in the past. The interview format is used in subsequent years to determine the student's job-related interests as she/he learns more about work and has a chance to try different jobs. The information obtained from the student interview is used when developing the IEP goals and objectives. The completed form may need to be evaluated by a person familiar with the student to check for accuracy.

To be completed by student:

Name:_____ Date:_____

Address:_____ Age: _____
Street

_____ Soc.Sec.#:_____
City, State, Zip Code

Graduation Date:_____

****

Previous Work Experience

What jobs have you done:

At home _____

For neighbors _____

At school _____

****

Career Interests

What jobs would you like to do?

_____

_____

Goal 1: Activity 3
Page Two

Are there any jobs you would not like to do?

_____

_____

****

School Interests

What would you like to learn in school?

_____

_____

****

Interviewed by:_____ Date:_____

Goal 1 : Activity 4

PARENT INTERVIEW
(Option 1)

Directions: The Parent Interview form can be sent home along with the Living Skills Checklist and a cover letter explaining how to fill the forms out. The forms can then be discussed and completed, if necessary, at the parent meeting with the instructional team to develop long-term goals. An orientation meeting should be held before sending home any forms to explain the vocational curriculum and the hopes for involvement of the parents this year and in subsequent years.

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer Job _____
   Community Functioning _____
   Domestic Living _____

   High School
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job-seeking skills, job-keeping skills, domestic living, community functioning, etc.)? Please list:

   _____
   _____
   _____

3. What most concerns you about the future of your son/daughter?

   _____
   _____
   _____

Goal 1: Activity 4
Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

_____
_____
_____

5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

_____
_____
_____

6. What type of work do you think your son/daughter would like best? Explain.

_____
_____
_____

7. What type of work do you think your son/daughter would like least? Explain.

_____
_____
_____

8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?

_____
_____
_____

9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)? What would you like your child to use?

_____
_____
_____

Goal 1: Activity 4

Parent Interview
(Option 2)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain
   A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

   B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

   ____ Dressing appropriately/choosing clothes

   ____ Clothing care (including laundry, ironing, mending)

   ____ Meal preparation

   ____ Housekeeping

   ____ Hygiene/grooming

Goal 1: Activity 4
Page Two

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity	Degree of Independence

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

Goal 1: Activity 4
Page Three

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 1: Activity 4
Page Four

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goal 1: Activity 4
Page Five

B. What jobs does your child like to do? _____

_____

C. What jobs does your child not like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal ____Gestures

____Sign Language ____Other, please list

____Picture Book _____

____Written Message _____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

C. Other

_____

_____

_____

_____

Goal 1: Activity 4

WEEKDAY SCHEDULE
(Option 3)

Stucent _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 1: Activity 4

WEEKEND SCHEDULE

Stucent _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

Goal 1: Activity 4
Page Two

Time	Activity	Present level of performance/ assistance necessary	Priority

APPENDIX FOR GOAL 2

INFORMATION RESOURCES FOR TRANSITION PLANNING

Manuals

Transition! School to Community: A Guide for Transition Planning. Idaho Department of Education, Special Education Section, Boise, ID. 1986.

Making Transitions Work: An Adult Services Directory. Printed by the Secondary Transition and Employment Project, Special Education Department, University of Idaho, Moscow, ID. 1986.

Making Transitions Work: Short and Long Term Strategies. Printed by the Secondary Transition and Employment Project, Special Education Department, University of Idaho, Moscow, ID. 1987.

Parent Guide to Financial and Medical Benefits for Handicapped Youth in Idaho. Idaho State Department of Education, Special Education Section, Boise, ID.

TRANSITION PLAN

Name_____D.O.B._____ Age_____Date_____
School District_____Graduation Date_____
Participants Signatures:

_____ _____
_____ _____
_____ _____

Transition Area	Recommendations	Action	Person(s) Responsible	Due Date
Advocate/ Guardian				
Financial Support				
Will or Trust				
Medical Needs				
Medical Ins. Benefits				
Living Arrangements				
Personal Management				
Family Support System				
Transportation				
Vocational Training Placement				
Leisure Options				

APPENDIX FOR GOAL 4

Goal 4: Activity 2

PARENT ASSESSMENT OF JOB-RELATED SOCIAL SKILLS

Student Name:_____

Please review the social skills listed below and evaluate your son or daughter's performance in an employment setting. Use the following scale to indicate your best guess about how your son or daughter performs on the job, or would perform if employed. Record a 1, 2, 3, or 4 rating for each skill. Thank you.

1 = I have had no opportunity to observe my son or daughter's performance of this skill and have no idea how he or she would do

2 = My son or daughter does not have the skill.

3 = My son or daughter has the skill but doesn't always perform it.

4 = My son or daughter performs the skill consistently and independently.

SKILL	RATING
Is honest	
Accepts and follows instructions	
Keeps hair, teeth, clothes & body clean	
Maintains self-control	
Explains problems and asks for help appropriately	
Shows interest in the job and is willing to learn new tasks	
Works cooperatively with supervisor and co-workers	
Chooses suitable clothes for work	

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

COMMENTS:

Rater

Date

Revised 5/87

EMPLOYER ASSESSMENT OF JOB-RELATED SOCIAL SKILLS

Student Name:_____

Please review the social skills listed below and use the following scale to evaluate the student's performance on the job. Record a 1, 2, 3, or 4 rating for each skill. Thank you.

1 = I have had no opportunity to observe the student's performance of this skill and have no idea how he or she would do

2 = The student does not have the skill.

3 = The student has the skill but doesn't always perform it.

4 = The student performs the skill consistently and independently.

SKILL	RATING
Is honest	
Accepts and follows instructions	
Keeps hair, teeth, clothes & body clean	
Maintains self-control	
Explains problems and asks for help appropriately	
Shows interest in the job and is willing to learn new tasks	
Works cooperatively with supervisor and co-workers	
Chooses suitable clothes for work	

Page 2

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

COMMENTS:

Rater _____ Date _____

Name_____Date_____

School_____

PLEASE READ EACH SKILL LISTED BELOW. THINK ABOUT SITUATIONS THAT HAVE HAPPENED ON YOUR JOB. FOR EACH SKILL, DECIDE WHETHER OR NOT YOU HAVE A PROBLEM ON THE JOB. THEN MARK THE APPROPRIATE BOX.

	PROBLEM	NO PROBLEM
Being honest		
Accepting and following instructions		
Keeping hair, teeth, clothes & body clean		
Controlling anger and stress		
Explaining problems and asking for help		
Showing interest in the job and willingness to learn new tasks		
Working cooperatively with supervisor and co-workers		
Choosing suitable clothes for work		
Accepting criticism		
Accepting changes in work assignments and schedules		
Saving personal business for after work		

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

COMMENTS:

Rater

Date

Name _____ Date _____

School _____

THINK ABOUT THE SKILLS WHICH YOU MARKED AS PROBLEMS ON THE JOB.
USE THE SCALE BELOW TO DESCRIBE YOUR PERFORMANCE ON THE PROBLEM SKILLS.

1 = I don't know how I do on the job.

2 = I don't have the skill.

3 = I have the skill but I don't always use it.

SKILL	RATING
Being honest	
Accepting and following instructions	
Keeping hair, teeth, clothes & body clean	
Controlling anger and stress	
Explaining problems and asking for help	
Showing interest in the job and willingness to learn new tasks	
Working cooperatively with supervisor and co-workers	
Choosing suitable clothes for work	
Accepting criticism	
Accepting changes in work assignments and schedules	
Saving personal business for after work	

Page 2

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

COMMENTS:

Rater _____ Date _____

Revised 5/87

TEACHER ASSESSMENT OF JOB-RELATED SOCIAL SKILLS

Student Name:_____

Please review the social skills listed below and use the following scale to evaluate the student's performance in an employment setting. Record a 1, 2, 3, or 4 rating for each skill.

1 = I have had no opportunity to observe the student's performance

2 = The student does not have the skill.

3 = The student has the skill but doesn't always perform it.

4 = The student performs the skill consistently and independently.

SKILL	RATING
Is honest	
Accepts and follows instructions	
Keeps hair, teeth, clothes & body clean	
Maintains self-control	
Explains problems and asks for help appropriately	
Shows interest in the job and is willing to learn new tasks	
Works cooperatively with supervisor and co-workers	
Chooses suitable clothes for work	

Page 2

SKILL	RATING
Accepts criticism	
Accepts changes in work assignments and schedules	
Refrains from conducting personal business on the job	

COMMENTS:

Rater _____ Date _____

The following job skill inventory is an example of how to incorporate social skills into an inventory which you would develop for a student with handicaps on a job site.

Once the student is assessed against the skills required by the job, you can note any discrepancies between the way the skill is usually performed by a nonhandicapped person and the way it is performed by your student. You can then make decisions about which skills you will teach-and how- and which skills you will circumvent with adaptations.

DOMAIN: Vocational
ENVIRONMENT: Kentucky Fried Chicken
SUBENVIRONMENT: Kitchen
SKILL: Preparing for work

\+ = correct
\- = incorrect

gp = gestural prompt
vp = verbal prompt
vc = verbal cue
si = self initiate

Nonhandicapped skills	Student inventory	Discrepancy analyses	Adaptation hypotheses
Enter kitchen	12/7 + 12/8 +		
Greet coworkers and supervisor	12/7 - 12/8 -	Did not initiate. Kept head down. Responded to greetings with "Hi."	Teach appropriate greetings and nonverbal behavior: --Good morning. --Hi, how are you?
Punch time clock	12/7 - 12/8 +	Some difficulty locating time card	Keep card in same slot each time.
Put on apron, cap, and plastic gloves	12/7 + 12/8 +		

DOMAIN: Vocational
ENVIRONMENT: Kentucky Fried Chicken
SUBENVIRONMENT: Kitchen
SKILL: Filling Macaroni Salad Cups

+ = correct
- = incorrect

gp = gestural prompt
vp = verbal prompt
vc = verbal cue
si = self initiate

Nonhandicapped Skills	Student Inventory	Discrepancy Analyses	Adaptation Hypotheses
Get plastic salad container from walk-in cooler	12/7 + 12/8 + (gp)	Had to provide gestural cue so student would pick up correct salad.	Have student learn to read labels or always keep salad in same place.
Get salad cups and lids from utility shelf	12/7 - 12/8 + (vc)		
Get large spoon from above sink	12/7 - 12/8 -	Student went to get spoon but couldn't reach it.	Have student get a chair to put in front of the sink so that he can reach a spoon
Get orange tray from utility shelf	12/7 + 12/8 - (gp)	Hard time determining which was the orange tray	Teach student to discriminate between the colors brown and orange
Get a pen from office	12/7 + 12/8 + (vp)		
Determine number of cups to be filled by looking at chart or asking cook	12/7 - 12/8 -	Student waited at work station for cook to come by	Teach student to initiate interaction with cook
Count out cups and lids	12/7 - (gp) 12/8 + (si)		
Put container of cups and lids back on shelf	12/7 + 12/8 +		

DOMAIN: Vocational
ENVIRONMENT: Kentucky Fried Chicken
SUBENVIRONMENT: Kitchen
SKILL: Filling Macaroni Salad Cups

+ = correct
- = incorrect

gp = gestural prompt
vp = verbal prompt
vc = verbal cue
si = self initiate

Nonhandicapped Skills	Student Inventory	Discrepancy Analyses	Adaptation Hypotheses
Write expiration date on bottom of cups (3 days from date filled)	12/7 + (gp) 12/8 + (c)	Student had to have month covered so he would only write the day.	Have student cover the month himself--then write down day
With spoon, fill cup to within 1/4 inch from top	12/7 - (gp) 12/8 + (si)		
Pack down gently with back of spoon	12/7 + (si) 12/8 +		
Place cup on counter	12/7 + 12/8 + (si)		
Fill remaining cups	12/7 + (vp) 12/8 +		
Place lids on cups	12/7 + (vc) 12/8 +		
Invert cup and place on tray	12/7 + (vp) 12/8 +		
Take tray to small cooler in boxing area	12/7 - (vp) 12/8 +		

APPENDIX FOR GOAL 5

APPLICATION FOR EMPLOYMENT
An Equal Opportunity Employer

NAME_____ SS#_____
Last First Middle

ADDRESS_____
No. & Street City State Zip

PHONE (_____)_____
Area Code Number

LAST SCHOOL ATTENDED:

_____ _____
Name Address Date

CIRCLE LAST YEAR OF SCHOOL COMPLETED:

grade 5 6 7 8 high school 1 2 3 4 college 1 2 3 4

WORK EXPERIENCE (list most recent job first):

1._____ _____
Employer Address

_____ _____
Employment Dates Duties

2._____ _____
Employer Address

_____ _____
Employment Dates Duties

3._____ _____
Employer Address

_____ _____
Employment Dates Duties

REFERENCES:

List at least two persons, excluding relatives, who have known you for at least one year.

1. _____
   Name Address Phone

2. _____
   Name Address Phone

3. _____
   Name Address Phone

I authorize Best Company to contact the above named sources/persons to obtain information pertinent to my employment. I understand that if I am employed by Best company and any of the above information is found to be misrepresented, it may be cause for termination of employment.

Signature_____Date_____

INTERVIEW ANALYSIS CHECKLIST

Please rate the interview you observed by circling each behavior you observed. The add the number of circled items in each row and write the total in the last column. A score of 3 indicates a superior rating; a 2 indicates adequate performance, and a 1 or 0 suggests a need for improvement.

			TOTAL
APPLICATION AND RESUME			
writes neatly	follows directions or asks for help	provides complete information	
ARRIVAL			
locates correct office	arrives 5 minutes early	states purpose of visit	
INTRODUCTIONS			
introduces self	shakes hands if interviewer offers	waits to be seated until asked	
PERSONAL APPEARANCE			
is well groomed	clothes are clean and appropriate	has good posture	
ORAL COMMUNICATION			
maintains eye contact	speaks clearly	does not smoke or chew gum	
ABILITY TO ANSWER QUESTIONS			
answers all the questions asked	gives complete information	shows enthusiasm for the job in his/her answers	
ABILITY TO PRESENT QUALIFICATIONS			
makes positive statements about himself/herself	tells how his/her skills would be useful on the job	asks appropriate questions about job	
EXITING THE INTERVIEW			
understands when interview is over	thanks employer for the interview	collects all belongings before leaving office	